

### **Kentucky Reading First Required Assessments**

Kentucky's Reading First Plan requires the common use of screening, diagnostic, progress monitoring, and outcome instruments. Screening and diagnosis will be conducted at the beginning of the year. The following assessments are used in our Reading First schools:

#### **Group Reading Assessment and Diagnostic Evaluation (GRADE)**

The GRADE (Group Reading Assessment and Diagnostic Assessment), published by American Guidance Services, is used in its entirety as a screening/diagnostic and outcome assessment measure. Normative data from 1999-2000 are based on over 3400 students from 122 sites across the nation. A variety of derived scores are available, including stanines, percentile rank scores, grade equivalents, standard scores, and normal curve equivalents. The publisher provides data on internal consistency reliability (.95 to .99), alternate forms reliability (median of .89), and test-retest reliability (median of .90). Considerable evidence of criterion-related and construct validity is available in the technical documentation. See <http://www.agsnet.com> for an overview. The Reading First legislation was the guiding framework in test design. The subtests at levels K-3 reflect the instructional domains advocated by the National Reading Panel (2000) and embedded in the Reading First guidelines. The GRADE addresses the following components and subtests:

#### **GRADE – Tested in Sept (Diagnostic), May (Outcomes)**

<b>Component</b>	<b>Subtest</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>
Reading	Sound Matching	X			
Readiness					
Phonemic awareness	Rhyming	X			
Phonics	Print Awareness	X			
	Letter Recognition	X			
	Same & Different Words	X			
	Phoneme-Grapheme Correspondence	X			
Vocabulary	Word Reading	X	X	X	X
	Word Meaning		X	X	
	Vocabulary				X
Comprehension	Sentence Comprehension		X	X	X
	Passage Comprehension		X	X	X
Oral Language	Listening Comprehension	X	X	X	X

The selection of GRADE is compatible with Kentucky's Primary Program as it may be administered to individuals, small groups, or to an entire class.

**Dynamic Indicators of Basic Early Literacy Skills (DIBELS)** is a screening, progress monitoring, outcome assessment. It serves as a tool for assessing phonemic awareness, phonics, and fluency. DIBELS is a short one-minute assessment that will provide

information on a student's early literacy development. DIBELS will be administered three times a year as outlined in the assessment schedule below.

Kindergarten DIBELS Assessment Schedule			
<i>Big Idea Assessed</i>	Beginning-of-Year (Sept)	Mid-Year (Dec/Feb)	End-of-Year (May)
Phonological Awareness	Initial Sounds Fluency (ISF)	Initial Sounds Fluency (ISF)	
Phonological Awareness		Phoneme Segmentation Fluency (PSF)	Phoneme Segmentation Fluency (PSF)
Alphabetic Principle		Nonsense Word Fluency (NWF)	Nonsense Word Fluency (NWF)

First Grade DIBELS Assessment Schedule			
<i>Big Idea Assessed</i>	Beginning-of-Year (Sept)	Mid-Year (Dec/Feb)	End-of-Year (May)
Phonological Awareness	Phoneme Segmentation Fluency (PSF)	Phoneme Segmentation Fluency (PSF)	Phoneme Segmentation Fluency (PSF)
Alphabetic Principle	Nonsense Word Fluency (NWF)	Nonsense Word Fluency (NWF)	Nonsense Word Fluency (NWF)
Fluency with Connected Text		Oral Reading Fluency (ORF)	Oral Reading Fluency (ORF)

Second and Third Grade DIBELS Assessment Schedule			
<i>Big Idea Assessed</i>	Beginning-of-Year (Sept)	Mid-Year (Dec/Feb)	End-of-Year (May)
Fluency with Connected Text	Oral Reading Fluency (ORF)	Oral Reading Fluency (ORF)	Oral Reading Fluency (ORF)